

## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



# NUTRITION COMMITTEE NEWS

For exchange of information on nutrition education and school lunch activities.

U. S. DEPARTMENT OF AGRICULTURE, Washington, D. C.

JANUARY-FEBRUARY 1957

Reserve  
1.982  
A 2 N 955

## NUTRITION PROGRAMS FOR YOUTH

*Sadye F. Adelson, Nutrition Analyst,  
Institute of Home Economics*

The family, especially the mother, is undoubtedly the most important force in shaping food habits of the young child. But school, club, and contemporaries become increasingly important influences as children grow older.

Studies of the diets of children and youth made during the past 30 years or so have repeatedly shown need for getting young people to eat better. The situation in brief: Most teen-age and older youths are eating a nutritionally good diet, but many are not. When young people's diets

are inadequate they are usually short in calcium, vitamin A, and ascorbic acid. These are the same nutrients in which family diets are most often low. Older children usually fare worse than young. Girls are likely to select poorer diets than boys select. The lower nutritional quality of homemakers' diets in comparison with their families' diets indicates that the nutrient shortages in girls' diets persist into their adult life.

Recently 6 Virginia teen-agers on a panel moderated by an adult informed 150 workers at a State nutrition conference of youth's need for more meaningful nutrition information. Specifically, they cited the need for more opportunities to put nutrition facts into practice in learning experiences at school, in clubs, and at home.

Since the youth of today are the parents of tomorrow it is important that they acquire understanding and become convinced about the "what," "why," and "how" of nutritionally good diets. Various types of programs designed to help youth get this knowledge as well as a conviction of its importance are presented in this issue. The programs were brought to our attention by reader-contributors of NCN.

### "TRULY YOURS"

Your prompt and generous response to individual requests for your participation and to the enclosure "Wanted—Reader Contributions," with the September-October issue has made this issue "truly yours."

Retold in this issue are some of your contributions that contain ideas for more and better nutrition programs for youth of high school age. Your ideas concerning better nutrition programs for young people of college age will be reported in a later issue.

We are pleased with the detail given in the many accounts sent in. It makes a better story if "why," "who," "when," and "where" and details about "what" and "how" are given.

We trust that NCN's list of reader-contributors will grow. We suggest that you make it a practice to send us stories of your nutrition programs as soon as you are ready to report them. Stories will be held for use in issues on topics to which they relate. They will also be used in letters and conferences with workers who want to know how others have carried out nutrition and school lunch activities similar to those they themselves are contemplating. In other words, NCN files of both published and unpublished stories are available for exchange of information among nutritionists.

## NUTRITION PROGRAMS IN THE HIGH SCHOOL

Nutrition is part of health education in many junior and senior high schools. In a national survey reported in 1951, 27 States were found to require health education in secondary schools by State law and another 6 by regulations of State departments of education.<sup>1</sup> In 25 of these 33 States health education was a required course in the curriculum, in

<sup>1</sup>H. F. Kilander, Health Instruction in Secondary Schools, Pamphlet No. 110, Office of Education, Department of Health, Education, and Welfare, 1951.



one it was elective, and in the other 7 States health education was either a part of physical education or was integrated with other subjects.

The attention nutrition gets in health education probably varies with place and teacher. Even where schools have no required health instruction, teachers of home economics, physical education, general science, biology, botany, geography, and history often weave nutrition into their basic subject matter, independently or concertedly. Several stories about integration of nutrition into the total school curriculum are told in this issue.

High school students in home economics perhaps get the most systematic instruction in nutrition, in general. Activities of Future Homemakers of America (FHA), considered part of the high school homemaking program in many schools, are presented in a section on programs of youth organizations (page 5).

## Teaching patterns

One way to understand how young people learn about nutrition in junior and senior high school is to examine selected curriculum guides. Especially valuable are sections of home economics manuals that deal with foods and nutrition and sections of health education manuals that deal with nutrition.

In preparing guides educators take into account basic needs of youth and principles of learning. However, since needs differ among individuals, families, and communities, examples and material in guides are intended primarily to spark ideas. School guides also provide suggestions for home and community programs for youth just as manuals of youth organizations may be helpful in designing school programs.

In preparing manuals for classroom use, educators seek to include material that will not only suggest subject matter but will also interest the students and stimulate the imagination of teachers. The homemaking and health curriculums are each thought through as a whole before attention is given to nutrition and other specific areas of work.

Tentative material for guides usually is discussed with school administrators and teachers. Teachers' meetings and curriculum workshops provide opportunities for presentation and demonstration. Trial tests are made in classrooms. Teachers evaluate and comment on their test experiences. Frequently advice is sought from physicians, dentists, nurses, public health workers, and others in related fields and from parents.

In addition to information for course objectives, subject matter content, and resource materials, manuals usually give ideas for pertinent learning experiences and evaluation of student progress.

The learning experiences reported in the following stories show teachers' ingenuity in adapting manual ideas to needs of their students and in creating new types of activities.

## Stories of learning experiences

**Surveying student breakfasts.** Home economics seniors studied menus of breakfasts eaten by fellow students at Cony High School in Augusta, Maine. Their questionnaire asked about the breakfast menu on the day of the survey, time taken to eat it; reasons "why" from those who skipped it; the source of lunch; activity in sports; and after-school work.

Answers served as firsthand information for everyone in the senior class, especially for a girl and a boy who were invited to represent the students' point of view in a group discussion at a 1-day health conference at Maine's State House.

**Testing effect of good breakfasts.** Girls in Buhl, Idaho, High School ate their usual breakfast, or skipped it, if that was usual, for a week. Then for 2 weeks they ate a good breakfast.

In evaluating the effect of the good breakfasts they said that they seemed less tempted to nibble a candy bar at mid-morning. They seemed convinced that the good breakfasts made a difference.

**Preparing quick, low-cost breakfasts.** Surveys of breakfasts of students in Charlotte Amalie High and Elementary Schools, St. Thomas, Virgin Islands, indicated that more than a third had poor breakfasts. Breakfast practices of students in home economics rated about the same.

The Virgin Islands' Nutrition Committee used these findings in a community-wide Better Breakfast Month. Findings were reported in articles in local papers, programs on the local radio station, and talks in high school assemblies and PTA meetings.

Students in home economics classes learned the low time and money costs of good breakfasts through demonstrations and meal preparation. Indication that most of the students in the schools were convinced that good breakfasts were desirable and possible came from a repeat survey in which 95 percent of the students were rated as having good breakfasts. Many said they had taken over its preparation in order to get the right kind of breakfast.

**Teaching kindergartners.** First-year students in vocational homemaking in La Crosse, Kans., put their knowledge of nutrition to work by trying to interest 4- to 6-year-olds in kindergarten in getting a good diet, especially by encouraging them to eat breakfast. The student-teachers wrote appropriate stories and jingles, and built a "Billy



Box" or little man out of the Basic 7. Their unit on child care includes observation on how much their efforts impress the children.

**Teaching third graders.** Homemaking students at Plymouth High School, (Mich.) sent third graders at Bird Elementary School and their teacher a written invitation to brunch in the Homemaking room at 9:15 a.m.

The school nurse started the program with a talk, "A healthy boy or girl likes to eat." A pretty, rosy-cheeked, attractively dressed FHA club member discussed "Beauty, health, and eating what's good for you." Two boys, one in his track outfit and the other in his football uniform, flexed their muscles and, in talking about training for their sports, stressed the importance of milk, vegetables, fruit, and a good total diet.

Then the children, escorted by homemaking students, helped themselves at the buffet table to cream of wheat cooked in milk and oatmeal with raisins, adding brown sugar, milk, and raisins if wanted. Orange juice and milk were at each place setting. Blueberry muffins were passed.

Student-teachers were surprised to see that every child ate some cereal, most of them both kinds, and that only one child left any milk. Most of the student-teachers admitted that they themselves were not eating an adequate breakfast. They decided that their own problem was mainly time management; they needed to get up earlier and to reorganize their dressing habits.

**Teaching homemakers.** Home economics students in Duluth, Minn., are participating in a 5-minute "Housewives Matinee" on a local TV station. For this series of 12 programs, entitled "Ask Your High School Girls About Nutrition," they are writing scripts and preparing visual illustrations. Each of 7 programs concerns a food group in the Basic 7; the other programs are on breakfasts, carried lunches, snacks, family dinners, and nutrition for the aged.

**Promoting sale of milk, fruit juice.** Nutrition education functions through the type A lunch and midmorning-milk programs in junior high schools in Napa, Calif. Two-minute breaks in the morning give students opportunity to buy milk or fruit juice. These are sold by students who keep accounts and promote the products. Promotion has included making and displaying posters and other materials for bulletin boards. In assembly students have presented a skit on the value of milk and shown milk films.

The nutritional value of milk and balanced meals are discussed in science and orientation classes. Newspaper articles and pictures, reports in PTA meetings, and letters that accompany fliers on type A school lunch menus for the coming month keep parents and general public in touch with the nutrition education youths are getting.

**Planning type A school lunches.** School administrators, homemaking and other teachers, and the supervising manager for school lunches in Carmel, Indiana, have gone all-out in trying to help children and youths there develop desirable food habits. Since the school curriculum provides a full and sometimes crowded schedule, long-range planning was necessary to integrate the school lunch with the total educational program. School personnel believe their efforts have created a better understanding between high school students and cafeteria management and helped all students become more conscious of their food habits. Here are some of their efforts:

Homemaking students studied community food habits, discussed requirements of type A school lunch pattern, planned menus in keeping with pattern and local practices, studied nutritive values of menus, and prepared posters and charts to use in discussing food habits with students in other classes.

Junior and senior high school students toured the cafeteria kitchen and observed what it takes in food, equipment, and manpower to prepare a meal for the day. Each cook told of her food preparation responsibilities. Proper sanitary practices and food storage were stressed.

Later, the homemaking teacher and supervising manager explained the type A menu pattern and answered questions about it. The class divided into 10 small groups. From a list of foods available in storeroom and freezer each group planned a day's menu in keeping with the pattern. Together their menus covered a 2-week period.

Menus were posted on school bulletin boards, used in the cafeteria, and printed in the community paper. This recognition helped greatly to develop student interest. Much credit is given the supervising school lunch manager for seeing the educational value of the school lunch program and for her ingenuity in using it to that end.

**Eating a la carte.** North Phoenix High School, Ariz., has a fairly continuous nutrition program, which is accented by a different activity each year. It is sponsored by the Health Education Committee, composed of faculty members appointed by its principal, members of the PTA, officers of the student executive council, and representatives from the Girls' and Boys' League and the future nurse club, White Caps. Committee's most active school personnel are the nurse, cafeteria dietitian, and teachers from the departments of Counseling and Guidance, Biology, Home Economics, Dramatics, Speech, Art, and Publications and the Print Shop.

Mindful of youths' strong desire to be treated as individuals and to be independent, the Committee has tried to avoid any semblance of rigidity, which might interfere with its double objective of helping students develop the ability



to select adequate food and the proper attitude toward food. They have worked to make the cafeteria a place where students feel free and where they are able to choose a pleasing and nutritious lunch from the food available, enjoy good fellowship, and relax before returning to class. The Committee believes that high school students should be ready to assume primary responsibility for food selection in cafeteria and snack bar with a minimum of faculty supervision. Therefore, service is a la carte.

Here are a few programs that have been conducted to help students select their school meals and snacks.

*Cafeteria orientation periods* help freshmen feel at ease in the cafeteria and give them background for choosing a good lunch.

In a *Drink-More-Milk Week* students studied and discussed in classrooms films and pamphlets on nutrition, wrote slogans and essays for science and English courses, and made posters for school displays in art classes. At end of the week free half-pints of ice-cold milk were served to all students and school personnel. Half of the milk was donated by the dairies, and cost of the rest was absorbed by the cafeteria. Mixing machines were purchased and malts and shakes were sold at the snack bar to compete with less nutritious drinks.

In similar fashion an *Eat-a-Better-Breakfast Project* was conducted. Hot chocolate, milk, sandwiches, doughnuts, and fruit juice were for sale at school before classes started for the benefit of students who had left home with little or no breakfast. This service has been continued.

Iced old-fashioned lemonade in a paper cup, introduced at the beverage counter during a *food-habits-for-dental-health program* last year, is still a popular drink in warm weather. In cold weather hot chocolate competes with less nutritious drinks.

*Alerting parents to needs.* Eighth and ninth graders, their teachers, and the cafeteria manager in Chandler Junior High School, Richmond, Va., cooperated in a program to alert members of their Parent-Teacher-Student Association of findings from a survey of student diets.

The dramatics class gave a skit, "The Health Net," which dealt with food habits of young people. It was based on a popular radio and television program.

A panel discussion, "The Teen-Ager Speaks," followed. Seven students participated and stressed the findings in the student survey, which indicated that only about 4 in 10 had a good breakfast and that fewer than half had as much as three glasses of milk a day. Audience participation was lively.

*Serving on a junior health council.* Students on the Junior Health Council at Cleveland Junior High School, St. Paul, Minn., concerned about their own and their schoolmates' health, solicited the help of the Home Eco-

nomics and Nutrition Department and Faculty Health Committee to sponsor a school-wide nutrition project. They also brought parents into the project.

A lunch survey indicated that students probably ate too little fruit, vegetables, and milk, and too many rich sweets. A letter headed, "Attention All Moms and Dads," telling parents about survey findings and asking for their cooperation especially in improving school lunches carried from home, was sent out and signed by students on the Junior Health Council.

A mobile, its theme the Basic 7, was designed and made by students in Art and hung in the cafeteria. A rat-feeding experiment carried on by students in science and home economics demonstrated the importance of a well-balanced diet. A nutrition movie shown in assembly was discussed by a panel of students, teacher, parent, and nutritionist. The discussion also included the results of the lunch survey.

All students were weighed in physical education class. Those considered greatly overweight or underweight were advised to see a doctor. They also met with their mothers and a nutritionist to discuss proper diets and kept weight charts. Those who were overweight went to the gym daily for physical fitness exercises.

Interest of students, faculty, and parents reached a climax at an assembly program fashioned after a popular TV quiz program. Categories were chosen from such titles as: Our starving teen-agers; a girl and her figure; calorie content; Basic 7 food groups; meal patterns; overweight and underweight; fundamental health habits; and vitamins and minerals. Contestants were the chosen representatives of social studies classes. A contestant could win from 1 penny to 10 dollars. A local dairy furnished the prize money.

*Participating in school nutrition week, Valley City.* In Valley City (N. Dak.) High School, concern of the school nurse over the type of noon meals students were eating resulted in a questionnaire survey to determine their eating habits. Findings confirmed reasons for the nurse's concern. The planners of the study—superintendent of schools, homemaking instructor, and nurse—plus school principal, physical education instructor, and other interested teachers formed a nutrition program committee.

The committee promoted a nutrition week. FHA girls, Girl Scouts, PTA groups, and health, medical, and business people in the community also participated. All week long nutrition and health were emphasized in classroom and school activities. Each teacher was given a packet of material, which contained ideas for class projects on nutrition. Some of the resulting activities are described below.

For *students*. 1. Convocations every day in grade and high schools. Films, skits, playlets, and illustrated talks by dental hygienist, dentist, and physician. 2. Essay and poster



contests in high school. Poster display in schoolrooms and downtown business places. PTA groups awarded prizes. 3. Bulletin board displays in school rooms, halls, and lunchroom prepared by FHA girls. 4. Girl Scout sale of fresh fruit during noon hour and after school. 5. At week's end an all-school nutrition assembly. Skits, songs, and cheers and recognition of essay and poster winners.

For *community*. 1. Daily newspaper articles on health and nutrition. Included survey findings of students' food practices. 2. High school students' nutrition program for PTA—to get its support and interest. Films, a physician's talk, and an original student skit, "Mad Scramble for Breakfast." 3. Nutrition displays in downtown business windows by FHA'ers and grade school pupils. 4. Ten-minute radio program on nutrition by high school Radio Guild Society. 5. Twenty-minute TV program. Dental hygienist spoke on "Care of Teeth and Its Relation to Nutrition." Winners showed their posters and read their essays. Also, original verses about nutrition sung to the tune of current popular music by a girls' octet and a boy soloist.

*Participating in school nutrition week, Richmond.* At Bainbridge Junior High School, Richmond, Va., the Student Council, journalism class, cafeteria manager, principal, and other faculty members combined forces to stage a Better Nutrition Week. This was the school's contribution to Richmond-wide efforts to improve food practices of teen-agers. Local newspapers and TV stations cooperated.

To stimulate interest in the program, students and their teachers contributed as follows: Each student was asked to give information on 1 day's food intake. Student reporters on school paper wrote articles about shortcomings in food habits of their age group revealed by school survey. Students gave dramatic presentation of the problem in assembly.

To maintain interest and impart knowledge, students and teachers participated as follows: In *Music*—song-writing contest. One song was recorded. In *Art*—poster contest. Posters exhibited on school bulletin boards, in the cafeteria, and in the library. In *Dramatics*—skit writing. One skit was shown on TV. In *Home Economics*—hat fashion show symbolizing Basic 7 food groups. In *Science*—experiments relating to body processes, such as oxidation of sugar, and demonstrations of "Why food makes a difference." In *Physical Education*—role playing. Boys as Olympic players related food to good health and muscle building. Girls as models in smart evening and sports clothes portrayed glamour in their clear complexions, shining hair, and good figures. In *English*—limerick contest. Staged a clown act. Watched food films. In *History*—wrote essays on historical development of nutrition. For *School Lunch*—suggested menus.

## NUTRITION PROGRAMS IN YOUTH ORGANIZATIONS

Repetition in clubrooms and schoolrooms of the "what," "why," and "how" of a nutritious diet undoubtedly increases the effectiveness of both programs in improving young peoples' diets; it is now fairly well accepted that changes in practices increase with the number of times and ways in which the same message is carried.

Many organizations have nutrition education programs for youth. It is well known that 4-H Clubs and Future Homemakers of America chapters have nutrition activities for girls. Perhaps less well known are their nutrition programs for boys and nutrition activities of such organizations as the Key Clubs of the Kiwanis International. Examples of programs the three organizations are promoting follow:

### 4-H Clubs

The 4-H Club program is part of the national educational system of cooperative extension work, which the U. S. Department of Agriculture, State land grant colleges, and counties share.

In most rural areas and many suburban communities any 10- to 21-year-old boy or girl who agrees to *learn to do by doing* some worthwhile activity in farming, homemaking, or community improvement may become a 4-H member. The 4-H'ers themselves largely run their clubs: they elect their officers, help plan and hold their meetings, and select their projects. Direction is given by a county extension agent in cooperation with a local leader and often a county council whose members may be parents, former members, or others interested in 4-H.

Each club drafts its own programs to suit its members and their locality. All are encouraged to take up the line of work selected by the majority, but anyone may pursue an individual project. More than 2 million girls and boys belong to 4-H Clubs. In 1955, over 600,000 members enrolled in meal planning and preparation. In addition many signed up for work in food preservation. Nutrition is emphasized in every food project.

In helping 4-H'ers develop their projects, county agents and local leaders take into consideration the developmental phases of boys and girls. Also considered are youth's desires to have freedom of choice, do as adults do, be successful, and have varied experiences. Programs are modified each year to meet needs, interests, and abilities of youth. Programs include demonstrations, judging of finished products, exhibits, and opportunities to spend some time observing

and learning at the State agricultural college. All of these methods are used to stimulate and maintain interest, raise standards of work, and develop members' potentialities.

Mississippi's 4-H specialists use contests as one educational device. They say that contests give opportunity for rendering judgments, help build attitudes and interest in projects, and offer motivation for learning facts and for developing techniques and food preparation skills in relation to family dietary needs.

**Programs go modern.** Ohio started to recast its 4-H nutrition program in 1953. Five home demonstration agents from the four areas of the State, 2 extension nutritionists, 2 4-H State leaders, and the Federal nutrition specialist spearheaded a committee.

The committee, through a questionnaire, found what families served in their homes, how much 4-H'ers helped in food preparation at home, and which foods 4-H'ers wanted to learn to prepare. The types of projects that appealed to 4-H'ers of different ages was also covered.

Findings were used in planning an overall foods program and preparing program manuals. Recipes were tested for suitability for use in youth programs. Two projects, Good Food for Snacking and Packing and Speedy Meals, were written and field tested in 10 counties.

The projects were evaluated by local 4-H advisers and club members in the test counties both by questionnaire and special meetings.

Results of the evaluations helped the committee decide what to leave "as is," what to improve, and what to cut in these two 4-H nutrition project manuals.

Each manual prepared for club members has a companion Adviser's Guide on how to teach and present materials to the young people enrolled in the projects.

Many other States have taken similar steps to modernize their 4-H programs in foods and nutrition. Home economics and 4-H Extension workers in Washington, Montana, Idaho, and California met to consider regional problems in 4-H foods and nutrition programs. Heed is being paid to changing interests of boys and girls as they develop. For example 10- to 12-year-old boys and girls are interested in learning to cook as a new experience and to please their parents. Teen-agers are more interested in special occasion foods for friends and family. Every lesson on food preparation carries its appropriate nutrition message.

Hawaii has also launched a 4-H Project Revision Program for the next 5 years or longer. Its questionnaire will provide for the multicultural food patterns found there.

**Snacking can be good.** Georgia has added a new Snack Project for junior 4-H Club boys, which emphasizes snacks

that provide protective nutrients. Each boy plans food for a day and shows how between-meal snacks contribute to daily food needs. A skit, "The Snack Machine," put on by 2 club members uses 2 puppets and a so-called snack machine. The skit has been performed on a TV program.

**4-H'ers speak.** Twenty-three 4-H girls 16 to 20 years of age, delegates to the national 4-H Club camp in Washington, June 1956, discussed how teen-agers' interests might be used to good advantage. Also, they gave their opinions on what 4-H members, the school, the home, the 4-H program, and even industry could do to help teen-agers develop proper food attitudes and habits. In addition they listed ways in which knowledge gained through their 4-H Club activities had improved their family food habits. These delegates made the following brief outline of what they said in answer to two questions:

*How can you convince the other teen-agers that they should follow the practices of good nutrition?*

Suggestions made by delegates—

1. Ask 4-H members enrolled in Foods and Nutrition to teach 3 other people the importance of good nutrition.
2. Girls diet to impress boys. Get help of boys in preventing "fad" diets.
3. Have members present their 4-H foods demonstrations for the high school assembly.
4. Include more emphasis on nutrition in high school home economics classes.
5. Put up attractive, eye-catching, bulletin boards on nutrition at school.
6. Give skits on nutrition at 4-H meetings, camp, etc.
7. Serve food attractively at home and in school lunch rooms.
8. Cooperate with Mother (who may work outside the home) in preparing and serving the meals.
9. Encourage school officials to increase knowledge and training of school lunch cooks.
10. Arrange classes for teaching brides-to-be to cook, what to cook, and why. (Because of the large number of young brides.)
11. Suggest the bottling of lemonade or fruit juices so they are as appealing as carbonated soft drinks.
12. Teen-agers are "copy cats." Have teen columns point out it's *smart* to eat good foods.
13. Have panel discussions on nutrition in schools and 4-H Club meetings.



14. Set good examples for other teen-agers and talk to each other about good nutrition.
15. Make use of resource material and people to teach good nutrition—home agent, home economics teachers, coach, nurse, movies, publications, etc.
16. Work to have advertisements play up good nutrition as they tend to influence people's habits.

*How have you used the knowledge gained through your 4-H Club work to improve food habits of YOUR family?*

Suggestions made by delegates—

1. Have added salads to meals served at home as a result of what was learned in 4-H.
2. Have influenced "Mom" to drink milk.
3. Have learned to use more milk in preparing food.
4. Family has a game of scoring the meals they eat. (An idea from 4-H Club.) Now it's a habit to eat good foods.
5. The use of frozen vegetables and fruits from home freezer has improved the nutritional value of winter meals.
6. Have learned to use fruit juice for snacks.
7. (Families can get in a rut as far as meals are concerned.) 4-H demonstrations brought ideas for new foods to own family and others.
8. Have learned to use variety of meats such as tongue, heart, liver, etc.
9. Have learned to serve meals attractively.
10. Obtained more variety in meals because of the variety of vegetables planted in garden.
11. Have planned with the family to take time to eat together as a group.

## FHA chapters

The Future Homemakers of America has been a national organization since 1945. Any pupil in a secondary school, public or private, who is taking or has taken a homemaking course in junior or senior high school may become a member. There were over 400,000 members in about 9,500 chapters in the States, Alaska, Puerto Rico, Hawaii, and the Virgin Islands in 1955-56.

The U. S. Office of Education and the American Home Economics Association jointly sponsor FHA, in cooperation with the National Education Association and the American Vocational Association and sometimes other groups. FHA chapters in Puerto Rico work with the Puerto Rico Nutrition Committee and the Future Farmers of America.

The overall goal of FHA members is to improve homes, now and in the future. National goals for 1956-57 are: (1) to promote better family living; (2) to help members understand opportunities in the field of home economics; (3) to understand our neighbors at home and abroad; and (4) to provide training for each member for participation in home, school, and community activities. State groups often add projects of immediate interest to them.

Twelve member-elected national officers make up the national executive council. A national advisory board of adults act as consultants. Each State association and local chapter has its own officers and advisory group. The State adviser is usually a home economics supervisory staff member of the State's Department of Education. The chapter adviser is a homemaking teacher in the local school.

A technique frequently used in developing FHA'ers is to get them to teach others. As will be seen this indirect approach is used in many of their nutrition activities. Sometimes FHA'ers serve as teachers to people in the community generally but more often to boys and girls in elementary grades.

*"It's smart to eat breakfast."* Because of its popularity and effectiveness in 1955-56, Pennsylvania and other States are continuing this project. At the start of the 1956-57 year Pennsylvania's FHA Association sent its 383 chapters a release, signed by the student president of its State association, telling why breakfast is important and suggesting some activities to promote better breakfasts.

*Getting and spreading information.* FHA'ers often develop a week of breakfast activities. For example, this is what members in the Newcastle, Wyo., chapter did.

*Monday*—Questionnaire distributed to all students to find how many ate breakfast that morning; if they did, what was eaten; if they didn't, why.

*Tuesday*—Skit in Assembly showed a family eating a poor breakfast and another eating a good breakfast. Overture played by FHA'ers on pans, forks, pie tins, and other kitchen equipment.

*Wednesday*—Over local radio station FHA'ers announced Better Breakfast Week to public and discussed nutritional importance of good breakfasts.

*Thursday*—Newspaper article gave a progress report on Better Breakfast Week activities and told what would be done rest of week.

*Friday*—Questionnaire on breakfast eaten that morning filled in by each student again—to evaluate immediate effect of program.

*Saturday*—Breakfast for 25 community leaders, planned and prepared by FHA members, served in high school

homemaking department. After breakfast, FHA'ers explained why they had prepared the breakfast and what they hoped it would accomplish—better breakfasts in homes of their guests and in homes of members of the various organizations their guests represented.

Throughout week, poster displays illustrated verses FHA members had written. One verse read—

It is Mary no one can surpass  
She is most wide awake in her class  
"A good breakfast each day  
Is the secret," she'll say.  
Why don't you be smart as this lass?

**Speedy and Sparky at the fair.** Pennsylvania's Blue Mountain FHA chapter developed a white rat demonstration, "Is your breakfast showing?" Members experimented with four white rats for several weeks before exhibiting them at the annual State Farm Show. Four FHA'ers used them in a 20-minute demonstration. Speedy and Sparky were in one cage and Droopy and Dopey in another.

The rats were shown later in a window exhibit captioned, "Was your breakfast adequate like Speedy's and Sparky's?"

**Interest-getting tricks.** FHA members in Davis, Okla., added to their nutrition knowledge and developed their ingenuity by teaching elementary school children. Boys helped FHA girls make cardboard replicas of the Seven Dwarfs backed with plywood to make them stand up. Verses and stories about the dwarfs were used to get their ideas over to the children. For example, Sleepy was sleepy because he didn't eat enough energy foods.

The young teachers also approached nutrition via geography and the school lunch program. They made a big map of the United States and as many little red airplanes as there were children. After several practice lessons on choosing foods in the cafeteria, each child was given his plane. At lunch FHA'ers checked the children's food choices and whether they had eaten their food. If a child had done well, he was allowed to move his plane across the country from State capital to State capital.

## Key Clubs

Key Clubs, a teen-age boys' organization sponsored by Kiwanis International, is dedicated to public service for school and community. There are nearly 1,500 local key clubs with 35,000 members in the United States and Canada. Members are the key youths in schools—the leaders—who are willing to work. When money is needed to do a job they babysit, wash cars, or do other paying chores.

Each Key Club has a club adviser and for each project guidance of an advisory committee which includes in addition to their adviser, the school principal, and certain members of his staff. For nutrition projects a home economics teacher, a school lunch supervisor, school nurse, dentist, or physician may serve. Often a nutritionist or home economist in public health, social welfare, or food industry participates on the advisory committee.

Key Clubs work for their own school or community but occasionally undertake a national program. Sometimes nutrition projects are promoted or initiated.

**"Mr. Snacktime."** A Key Club in Salt Lake City, Utah, carried out special school activities to point up the importance of the right snacks in teen-agers' diets.

Boys hung posters showing nutritious snacks and comparing nutritional value of good and poor snacks. They interviewed students in the lunchroom to find out what snacks they had eaten and when. "Mr. Snacktime," a student dressed in chef's cap and apron, appeared twice a week outside the lunchroom and distributed recipes for "The Snack of the Day." Students holding marked copies received a serving of the snack which was prepared by the home economics class.

**Smile campaign.** A Miami, Fla., Key Club put on a Smile Campaign to interest their fellow high schoolers in practices that promote good dental health. They displayed nutrition and dental health posters in school windows and lunchroom, arranged an assembly program featuring a nutritionist and dentist, sold milk and ice cream at school sporting events, and served a milk punch as refreshment at their annual formal dance.